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ABSTRACT

This evaluative checklist for the evaluation of educational media services in public schools is designed so that it can be self-administered without extensive inventory of all resource items within the program. The elements contained in this checklist are assumed to be common to most educational media programs. These include (1) administrator and teacher commitment to the proper use of educational media for instructional purposes; (2) the use of educational media as an integral part of curriculum and instruction; (3) accessibility of the media center to faculty, staff, and students; (4) physical facilities conducive to the proper use of educational media; (5) adequate financing and budgeting; and (6) adequate qualified staff. A list of criteria for each of these elements and a profile sheet for developing a profile image of an educational media program based on an evaluation using the checklist are also included. (CHC)

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EVALUATIVE CHECKLIST: An Instrument for Self-Evaluating an Educational Media Program in School Systems

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INTRODUCTION

This Evaluative Checklist is especially designed for evaluation of Educational Media Programs by concerned program administrators. The checklist is designed so that is can be self-administered without extensive inventory of all resource items within the program. However, before completion of this checklist, the evaluator should be familiar with all aspects of the program such as the extent of materials and equipment, the number and qualifications of staff members, and the manner and extent of media program funding. A thorough knowledge of the "Criteria Relating to Educational Media Programs in School Systems," found at the end of the checklist, should precede the completion of this instrument.

The Evaluative Checklist which follows has been periodically revised from an instrument developed by W. R. Fulton.[1] The checklist was validated and field tested through an extensive research project. Research has shown that when properly applied to a school system, it will discriminate among the varying levels of quality in educational media programs.

This Evaluative Checklist is based on research that indicates that there are fundamental elements of an educational media program which if present in sufficient quantity and quality will facilitate the improvement of instruction. The elements contained in this checklist are assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes; 2) educational media are an integral part of curriculum and instruction; 3) an educational media center is accessible to the faculty, staff, and students; 4) the physical facilities are conducive to proper use of educational media; 5) the media program is adequately financed and properly budgeted; and 6) the staff is adequate and qualified to provide for the educational media needs of the faculty, staff, and students.

An effective educational media program must be evaluated on a regular basis. The use of this checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all materials and equipment used for communication in instruction. This would include areas such as: motion picture film, television, printed materials, computer-based instruction, graphic and photographic materials, sound recordings, and three-dimensional objects.

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[1]The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

EVALUATIVE CHECKLIST

This checklist uses a situation identification format which provides a means for you to compare your program to descriptive program situation statements. Four descriptions are stated for each checklist item. Provisions are made for you to identify your program as being identical to the statement, slightly stronger than the statement or slightly weaker than the statement. Research and experience with the instrument indicates that this procedure makes it possible for you to evaluate your program and arrive fairly quickly at an accurate indication of program effectiveness.

DIRECTIONS:

Mark *one* of the spaces at the *left* of the *one* statement which most nearly represents the situation in your school system. If a statement accurately describes your school, mark one of the *middle spaces* of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the *lower* numbered spaces of 1, 4, 7, or 10, if above, mark one of the *higher numbered* spaces of 3, 6, 9, or 12. *In any case mark only one of the twelve spaces.*

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

Mark only one of the twelve boxes

EXAMPLE:

1	2	3	There is no director of the media program.
4	5	6	There is a part-time director of the media program.
7	X	9	There is a full-time director in charge of the media program.
10	11	12	There is a full-time director and a sufficient number of clerical and technical personnel.

I. School System Educational Media Services

CRITERION SUMMARY

A school system should have a program of educational media services administered through a school media center with an adequate supply of appropriate instructional materials. The center should be a service unit that operates at the same level as other major school services with clearly defined policies, procedures, and plans, including short-range, and long-range goals.

(For more detailed criteria see Part I in the CRITERIA section.)

Mark only one of the twelve boxes

A. Commitment to the Media Program

1 2 3 The school's educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

4 5 6 The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.

7 8 9 The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify as an educational media specialist. The director reports to the administrative officer in charge of instruction.

10 11 12 The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. The director is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

1 2 3 The school provides some educational media for faculty, staff, and students, but no trained personnel are available to assist in the utilization of the educational media that are provided.

4 5 6 The school provides some educational media and services for faculty, staff, and students who request them, but no attempt is made to encourage the use of the services.

7 8 9 A variety of educational media and services are generally available and some attempts are made to acquaint faculty, staff, and students with the services, and to encourage utilization of the media.

10 11 12 The school provides the quantity and variety of educational media and services needed by faculty, staff, and students and encourages them to use media as integral parts of instruction.

Mark only one of the twelve boxes

C. Commitment to Providing Educational Media Facilities

[1] [2] [3] Teaching and learning spaces in use at this time have no special provisions for the use of educational media.

[4] [5] [6] Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

[7] [8] [9] The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

[10] [11] [12] All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

[1] [2] [3] The educational media program does not have its own specific budget.

[4] [5] [6] Finances for the educational media program are inadequate to provide the services that faculty, staff, and students need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

[7] [8] [9] Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

[10] [11] [12] The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

[1] [2] [3] Educational media personnel are not available to provide services to faculty, staff, and students.

[4] [5] [6] The responsibility for educational media services is assigned to a person(s) whose primary commitment(s) are in other school jobs.

[7] [8] [9] The responsibility for educational media services is delegated to a person who has had some training in educational media who is provided with limited clerical and technical assistance.

[10] [11] [12] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. Educational Media Services—Curriculum and Instruction

CRITERION SUMMARY

A school system should engage in a continuous evaluation of its educational media program as it relates to instruction. Continuous inservice education in the use of educational media should be conducted as a means of improving instruction. The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provision for the use of educational media. Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

(For more detailed criteria see Part II in the CRITERIA section.)

Mark only one of the twelve boxes

A. Consultative Services in Educational Media Utilization

☐1 ☐2 ☐3 There are no educational media personnel available to provide for consultative services.

☐4 ☐5 ☐6 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

☐7 ☐8 ☐9 Educational media personnel are usually available and utilized for consultative assistance in the use of educational media.

☐10 ☐11 ☐12 Educational media professional personnel work, as a part of their regular assignments, with faculty, staff, and students in analyzing instructional needs in the design, selection, and use of educational media.

B. Inservice Education in Educational Media Utilization

☐1 ☐2 ☐3 No inservice education activities relating to the utilization of educational media are provided.

☐4 ☐5 ☐6 Inservice education is left entirely to building instructional units and is limited to their own capabilities.

☐7 ☐8 ☐9 Professional educational media staff members are available on request to assist faculty and staff in inservice education activities relating to educational media.

☐10 ☐11 ☐12 Professional educational media staff are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Utilization of Educational Media

☐1 ☐2 ☐3 Faculty, staff, and students seldom use educational media.

☐4 ☐5 ☐6 Only a few faculty, staff, and students utilize educational media in class presentations.

☐7 ☐8 ☐9 Several faculty, staff, and students utilize appropriate educational media in presentations and independent study.

10 11 12 Most faculty, staff, and students use appropriate educational media in their presentations, learning activities, and independent study.

D. Involvement of the Media Staff in Planning

Mark only one of the twelve boxes

1 2 3 There are no professional educational media staff involved in planning for the use of educational media.

4 5 6 The professional educational media staff is seldom involved with faculty, staff, and students in planning for the use of educational media.

7 8 9 The professional educational media staff is occasionally involved with faculty, staff, and students in planning and producing materials for use in the instructional program.

10 11 12 The professional educational media staff is usually involved with faculty, staff, and students in planning for the use of and in experimenting with educational media in the instructional program. Faculty and staff are also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. The Educational Media Center

CRITERION SUMMARY

Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel. The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students. The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program. An educational media center should be provided at each school site.

(For more detailed criteria see Part III in the CRITERIA section.)

A. Location and Accessibility of Educational Media

1 2 3 The school system does not have an educational media center and does not have access to such services.

4 5 6 The location of the school system educational media center is such that media are not accessible to most faculty, staff, and students. The educational media center is not supplemented by building centers.

7 8 9 The location of the school system educational media center is such that media are not readily accessible to faculty, staff, and students. The educational media center is supplemented by a few building centers that provide some media and services in addition to those provided by the school system media center.

Mark only one of the twelve boxes

10 11 12 The location of the school system educational media center and the presence of necessary building centers make media highly accessible to all faculty, staff, and students.

B. Dissemination of Media Information

1 2 3 Information concerning educational media is obtained only by special request.

4 5 6 Information concerning educational media is seldom disseminated to prospective users, and there are no definite plans or channels for such dissemination.

7 8 9 Information concerning educational media is disseminated to prospective users on an occasional basis or when requested.

10 11 12 Information concerning all educational media and programs is frequently disseminated to prospective users on a regularly scheduled basis.

C. Availability of Educational Media

1 2 3 Educational media are practically nonexistent and responsibility for obtaining media rests entirely with the user.

4 5 6 The quantity of educational media is so limited that significant delays occur between requests for media and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

7 8 9 The quantity of educational media and the distribution system make it possible for media to be delivered to users on relatively short notice.

10 11 12 There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to users when needed.

D. Storage and Retrieval of Media

1 2 3 There are practically no media storage facilities available.

4 5 6 Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

7 8 9 The school system educational media center and all building centers have adequate storage for currently owned media. The retrieval system is adequate most of the time.

10 11 12 Adequate storage space, including space for future expansion, is provided in the school system educational media center and in all building centers. The school system educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

1 2 3 There is no provision for cleaning and repairing educational media.

4 5 6 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

7 8 9 Educational media are cleaned and repaired whenever the staff has time.

10 11 12 All educational media are inspected after each use and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Practically no facilities for production are available.

[4] [5] [6] Limited production facilities are available for faculty, staff, and students to produce their own materials.

[7] [8] [9] Production facilities are available for faculty, staff, and students to produce their own educational materials, and some assistance i available from media personnel.

[10] [11] [12] Production facilities are available for faculty, staff, and students to produce their own materials and media center personnel produce a wide variety of materials upon request.

IV. Physical Facilities for Educational Media

CRITERION SUMMARY

Each classroom should be designed for and equipped with essential facilities including proper sound control, light control, electrical outlets, forced ventilation, and educational media storage space which will provide for effective use of appropriate educational media of all kinds.

(For more detailed criteria see Part IV in the CRITERIA section.)

Mark only one of the twelve boxes

A. Physical Facilities in Existing Classrooms

[1] [2] [3] Classrooms do not accommodate effective use of educational media.

[4] [5] [6] A few classrooms have been modified for use of educational media but no plans have been made to adapt all classrooms for the use of educational media.

[7] [8] [9] Most classrooms have been at least partially equipped for the use of educational media, and there are plans for equipping all classrooms.

[10] [11] [12] All classrooms have been equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] The use of educational media is not considered when new classrooms are planned and constructed.

[4] [5] [6] Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

[7] [8] [9] Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

[10] [11] [12] All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media.

V. Budget and Finance of the Educational Media Program

CRITERION SUMMARY

A specific budget for financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

(For more detailed criteria see Part V in the CRITERIA section.)

Mark only one of the twelve boxes

A. Development of Media Budget

1 2 3 There is no provision for the development of a separate educational media budget.

4 5 6 Funds used for educational media operations are taken from other parts of the school system budget.

7 8 9 The budget of the educational media program reflects most of the media needs of the school system.

10 11 12 The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

B. Basis for Budget Allocations

1 2 3 The budget does not usually contain an allotment for educational media.

4 5 6 The educational media budget is based on an arbitrary allotment of funds irrespective of need.

7 8 9 The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

10 11 12 The educational media budget is based on both the immediate needs and the long-range goals of the school and reflects clear-cut policies concerning allocation, income sources, and budget practices.

C. Reporting Financial Needs

1 2 3 The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

4 5 6 The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

7 8 9 The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

10 11 12 Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

VI. Educational Media Staff

CRITERION SUMMARY

The educational media program should be directed by a qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system.

(For more detailed criteria see Part VI in the CRITERIA section.)

Mark only one of the twelve boxes

A. School System Media Staff

1 2 3 No person has been assigned to direct the media program.

4 5 6 A staff person has been assigned to direct the media program but functions more as a clerk and a technician than as a professional.

7 8 9 A professional media person with some special media training directs the educational media program and has some professional, clerical and technical assistance who are primarily oriented toward the mechanical and technical aspects of the program.

10 11 12 The educational media program is directed by a qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff (Answer only if your school system has more than one school site)

1 2 3 No building has a designated staff member assigned to coordinate media activities.

4 5 6 Some buildings have a staff member assigned to help obtain materials and care for equipment, but they are given no released time from other job responsibilities to coordinate media activities.

7 8 9 Most buildings have a professional staff member assigned to coordinate media activities, with some released time from other school tasks, but not enough clerical and technical assistance to provide needed media services.

10 11 12 A full-time professional educational media specialist serves each building. Sufficient professional, clerical and technical assistance are provided to supply all media services needed in the building. The building specialist reports to the school system educational media director and works closely with the media staff, supervisors, and other curriculum workers.

Criteria: Educational Media Programs In School Systems

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monograms. Second, others were derived from papers written by outstanding educational media specialists representing various parts of the country. Each was given a special assignment to write a description of what was considered to be a model educational media program. They represented both large and small school systems.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. School System Educational Media Services

- A school system should have a program of media services administered through a school educational media center, and building centers if such are needed, which provide teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be an independent service unit that operates at the same level as other major school system services.
- A school system's educational media program should provide media and services compatible with modern-day instructional technology.
- A school system's educational media program should be directed toward the improvement of instruction in a modern educational program.
- The educational media program should occupy an important position in a school system's organizational plan.
- A school system's educational media functions and services should be coordinated under a single supervisory unit, referred to in this document as an "Educational Media Center."
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.
- A school system's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.
- School system lines of communications and responsibilities should be clearly established to define the relationship of the director of the educational media program to other staff members and to establish channels through which the director should communicate in order to realize the objectives of the media program.
- School administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.
- Liaison should be maintained with state and national public institutions or agencies to make it possible for a school system to participate in cooperative projects that enrich or stimulate the local media program.
- The philosophy of an educational media program should be congruent with the philosophy and objectives of the school system in which it exists.

- A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- A school system should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.
- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout a school system.
- Teachers should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.
- The educational media program in a comprehensive school system should provide media and services for a wide variety of curricula in the various specialized departments, technical courses, and special education curriculums of the school.
- Long-range school system goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.
- New buildings constructed by a school system should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.
- There should be a long-range system-wide plan which provides for the adaptation of old classrooms for effective use of educational media.
- An educational media center should be provided with adequate physical facilities for optimum service to a school system.
- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the school system for activities of a similar nature.
- A school system's educational media program should be adequately financed through an independent budget.
- The budget of an educational media program should reflect the educational media requirements of the entire school system.
- The manner in which an educational media budget is administered should be determined by clear cut school system policies concerning allocations, income, and expenditures.
- The budget of an educational media program should be based on both the school system's long-range goals and its immediate educational needs.
- The budget of a school system's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to a school system's entire faculty.
- A school system should have a sufficient number of non-professional media staff members to relieve teachers and professional media staff of all routine clerical and technical tasks.
- The director of a school system's educational media program should be directly responsible to the administrative officer in charge of instruction.
- A school system's educational media program should be directed by a person with an extensive professional education background who has special preparation as an educational media specialist.

II. Educational Media Services—Curriculum and Instruction

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.

- Teachers should be kept informed of new developments in materials, equipment, and the technology of instruction.
- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.
- The professional media staff should cooperate with teachers, supervisors, and other curriculum workers in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all instructional programs that make use of media.
- An educational media program should include a consultation function with professional media staff members competent to render advice to teachers, administrators, supervisors, and other curriculum workers in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.
- If the inservice education activities for teachers, librarians and media personnel includes educational media workshops, institutes and conferences, the assistance of local, regional, and state educational media specialists should be utilized in planning and conducting these activities.
- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.
- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

III. The Educational Media Center

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to teachers and students.
- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.
- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or videotapes.
- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.
- Services provided by the school's educational media center for building instructional units should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

- In order to achieve a high level of utilization, all educational media should be made highly accessible to all users by delivery from the school educational media center to the point of use and by the establishment of building centers.
- All frequently used educational media should be automatically placed in building media centers.
- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in buildings, departments, and in some cases in classrooms where they are used.
- Educational media available only from the school media center should be delivered to the school buildings where used at regularly scheduled intervals.
- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.
- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, displays and exhibits, set and costume design, lettering, animation, models, and motion pictures.
- A production unit should have a minimum staff consisting of a director, secretary, photographer, and illustrator.
- There should be a central photographic production service available to all building instructional units which produces all kinds of still photographic materials.
- Unique materials needed for specific teaching and learning situations should be produced in the school educational media center. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.
- Graphic materials production facilities and services should be available in buildings where needed for the production of graphs, charts, animations, art work, transparency originals, silk-screen plates, teaching models, and scientific exhibits.
- If a school has need for complete recording and professional type high-speed duplication, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.
- If a school has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color films.
- There should be centralized services for maintaining all educational media owned by the school system.
- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.
- There should be a definite plan for replacement of worn out or obsolete equipment.
- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.
- All educational media should be examined and/or previewed before being purchased by the school.
- The quantity and type of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the school's faculty.
- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.

- There should be definite plans for involving teachers in continuous evaluations of the effectiveness of presently owned media.
- A school educational media center should maintain an up-to-date collection of catalogs, indexes, and other references for use in the selection and procurement of materials and equipment.
- Each building educational media center should maintain an up-to-date file of community resources available to prospective users, and the school media center should maintain a master file of all community resources available to all teachers in the school system.

IV. Physical Facilities for Educational Media

- Housing facilities for the school's educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all instructional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media, and for office space needed for media center personnel.
- Housing facilities for building educational media centers should be adequate in size and arrangement to make it possible for services needed from the building centers to be effectively provided. The facilities should provide for the storage of all media on long-term loan to the buildings, and for specialized activities such as handling, circulation, and production of media.
- Professional educational media personnel should be provided office space with sufficient privacy for consultations and conferences.
- The materials production services should be provided with the following work spaces: (1) office, (2) conference room, (3) photographic studio, (4) darkroom, and (5) a graphics studio.
- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.
- A school should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk-screen production area, mechanical printing devices, and office space as required.
- A school that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.
- A school that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.
- A school that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.
- An educational media center should have preview rooms where educational media can be examined and evaluated.
- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.
- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in all school buildings should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.
- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Every classroom should have capabilities to receive audio, video and such other electronic message forms as may be available.

- Classrooms should be equipped with permanently installed bulletin boards, chalk boards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

V. Budget and Finance of the Educational Media Program

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.
- An educational media program should be financed entirely from regularly appropriated school funds.
- A school system should have clear-cut policies concerning allocation, income, and charges against the educational media budget.
- The budget of an educational media program should be based on both the school's long-range goals and immediate educational media needs.
- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.
- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.
- The budget of an educational media program should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.
- There should be a definite plan for gaining student, faculty, administrative, board, and public support for the media program. The plan should include evaluation of the program, determination of media needs, long- and short-range planning, and presenting facts about media needs to administrators and governing boards.
- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the school's educational program should be covered by a centralized budget.
- Teachers should be able to use educational media from the media center with no more restrictions than those imposed on the use of similar school services.
- The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.
- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

VI. Educational Media Staff

- Educational media personnel should work within the framework of job descriptions and policies relating to school media activities and these should be clear to the media administrator and the entire media staff.
- The school's educational media center and building media centers should be staffed with professional, clerical, and technical personnel appropriately trained for the level of performance they are expected to render.
- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.
- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. The director should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of education communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.

- The functions of the director of the educational media program should include: reporting the needs of the media program to the school administration, determining budget and financial needs and providing consultative services to teachers, administrators, supervisors, and other staff members.
- The functions of the director of the educational media program should include the administration of the educational media center. In large school systems the coordination of the various functions of the educational media center should be delegated to an assistant director who approaches the broad educational requirements listed above for educational media directors.
- Specialists in the various media areas should be delegated supervisory responsibilities for the specialized functions of the educational media center. Such supervisors should report to the director or the assistant director, and should include specialists in television production, radio production, programed learning, media evaluation, selection and procurement, film librarians, and consultants skilled in assisting teachers in the instructional application of educational media.
- Professional educational media staff members should have advanced degrees with specialization in the media area in which they work.
- Professional educational media staff members should be active in professional organizations, particularly those representing the area of their specialization.
- The educational media program in each building should be supervised by an educational media specialist specifically prepared for this activity.
- Buildings which have more than one professional media specialist should develop a staff who are diverse in expertise and training within the educational media field.
- The supervisor of the building educational media center should be well grounded in general education, and should have had successful experience as a classroom teacher. The coordinator should possess a masters degree or its equivalent, and should have had training in such areas as theory of educational communications, curriculum and instructional methods, production of such media as graphics, photographic materials, and recorded materials, programed learning, administration, and supervision.
- Education Media Specialists assigned to buildings where educational television is used extensively should have an understanding of educational television production, and should be well grounded in techniques of television utilization in classroom instruction.
- The functions of building educational media specialists should include: reporting the media needs of the building to the school media director; assisting teachers in the selection and procurement of materials; supervising all functions of the building media center; and providing consultative services to teachers, principals, supervisor, and other staff members assigned to the building.
- The educational media staff should include adequate numbers of clerical personnel, maintenance technicians, television technicians, distribution clerks, and production technicians.
- An educational media specialist should be able to delineate subject matter into teachable concepts, lead the faculty in cooperatively planning the curriculum, and organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. The specialist should possess administrative ability to a high order, know and be skilled in the use of evaluation techniques, and be able to operate as a research specialist.
- An educational media specialist should have skill in the care and operation of all media devices in order to ably train and supervise operators and maintenance personnel.
- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.
- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, and curriculum materials production.
- An educational media specialist should demonstrate a desire to improve professional competence by attending local, state, and national educational media conferences, conventions, and workshops.

Profile Sheet

Name of school system _____

To develop a profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

		Inadequate — Minimal — Functional — Optimal
	Section I	
	Item A	Commitment to the Media Program
		1 2 3 4 5 6 7 8 9 10 11 12
	Item B	Commitment to Educational Media as an Integral Part of Instruction
Administrative		1 2 3 4 5 6 7 8 9 10 11 12
	Item C	Commitment to Providing Educational Media Facilities
Commitment		1 2 3 4 5 6 7 8 9 10 11 12
	Item D	Commitment to Financing the Educational Media Program
		1 2 3 4 5 6 7 8 9 10 11 12
	Item E	Commitment to Staffing the Educational Media Program
		1 2 3 4 5 6 7 8 9 10 11 12
	Section II	
	Item A	Consultative Services in Educational Media Utilization
		1 2 3 4 5 6 7 8 9 10 11 12
Media	Item B	Inservice Education in Educational Media Utilization
		1 2 3 4 5 6 7 8 9 10 11 12
Services	Item C	Utilization of Educational Media
		1 2 3 4 5 6 7 8 9 10 11 12
	Item D	Involvement of Media Staff In Planning
		1 2 3 4 5 6 7 8 9 10 11 12
	Section III	
	Item A	Location and Accessibility of Educational Media
		1 2 3 4 5 6 7 8 9 10 11 12
	Item B	Dissemination of Media Information
Media		1 2 3 4 5 6 7 8 9 10 11 12
	Item C	Availability of Educational Media
Services		1 2 3 4 5 6 7 8 9 10 11 12
	Item D	Storage and Retrieval of Media
Center		1 2 3 4 5 6 7 8 9 10 11 12
	Item E	Maintenance of Media
		1 2 3 4 5 6 7 8 9 10 11 12
	Item F	Production of Media
		1 2 3 4 5 6 7 8 9 10 11 12
	Section IV	
	Item A	Physical Facilities in Existing Classrooms
Facilities		1 2 3 4 5 6 7 8 9 10 11 12
	Item B	Physical Facilities in New Classrooms
		1 2 3 4 5 6 7 8 9 10 11 12
	Section V	
	Item A	Development of Media Budget
Budget		1 2 3 4 5 6 7 8 9 10 11 12
and	Item B	Basis for Budget Allocations
Finance		1 2 3 4 5 6 7 8 9 10 11 12
	Item C	Reporting Financial Needs
		1 2 3 4 5 6 7 8 9 10 11 12
	Section VI	
	Item A	School System Media Staff
Staff		1 2 3 4 5 6 7 8 9 10 11 12
	Item B	Building Media Staff
		1 2 3 4 5 6 7 8 9 10 11 12